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ABSTRACT

The Summer Readiness Program, sponsored by Santa Barbara City College (California) and Neighborhood Youth Corps (NYC) is an orientation program for disadvantaged students. The 65 students enrolled during summer 1972 were given tutorial assistance and group-counseling and were placed in part-time jobs. In addition to making recommendations, one purpose of this study was to provide data concerning student demographic characteristics, academic aptitude, persistence, and performance. Some findings were that: (1) 58% of the students were Chicano, 25% were Black, and 17% were Caucasian; (2) family income was less than $5,000 for 78% of the student families; (3) average family size was 5.5; (4) academic aptitude as reflected by SCAT total score approached the fortieth percentile; (5) 91% of the enrolled students completed the summer session; and (6) all of the NYC students plan to continue their education in the fall. Opinions were solicited from the NYC campus staff and students as part of the program evaluation and the following recommendations were made: (1) early and regular contact should be maintained between college and NYC staff; (2) all pre-counseling should occur before registration; (3) NYC students should meet as a group at least bi-weekly; (4) a college counselor should be assigned to the program; (5) students should be assigned jobs related to their career objectives; and (6) an orientation should be provided for summer faculty concerning the nature of the NYC program. (RN)

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AN EVALUATION OF THE SUMMER READINESS PROGRAM: NYC GOES TO COLLEGE, SUMMER, 1972

Santa Barbara City College

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AN EVALUATION OF THE SUMMER READINESS PROGRAM:
NYC GOES TO COLLEGE, SUMMER, 1972

Background

The Summer Readiness Program, jointly sponsored by SBCC and Neighborhood Youth Corps, has been in operation since 1970. Each year, modifications are made in the program in an attempt to make the educational services to educationally and financially disadvantaged students in the district more effective. As in the past, the injunction from which the program arose was to make it possible for low income/high school juniors and graduated seniors to have a satisfying and positive introduction to Santa Barbara City College. Students enrolling in the program are given tutorial assistance and group counseling, and are placed in part-time jobs up to 26 hours a week, as well as enrolling in a full-time summer load. Their schedule is quite full, and they are expected to compete with all other students in summer classes. For the first time, no special restrictions were placed on the NYC students for course enrollment: students were free to choose any course offered, and no sections were set aside exclusively for NYC students. In all, 65 students participated in the program during the summer session, 1972.

The Purpose of this Study

It is the purpose of this study to provide descriptive data concerning the demographic characteristics of the NYC students enrolled Summer, 1972; to describe the academic aptitude of the enrolled students in the program; to describe the persistence and performance of the NYC participants in the summer session; and to make recommendations for the improvement of the program next year.

Program Participation Summary

Table I presents a brief overview of the program for Summer, 1972. The NYC students completed a total of 247 units of college credit, or an average of 4.18 units each, with a mean grade point average of 2.82. Of the 65 students who actually attended the program, 59 completed the summer session (91%). Students worked an average of 15.4 hours per week while attending classes, and received an average of 3.6 hours per week of tutorial assistance, and 1.9 hours per week in counseling sessions with small groups.

DESCRIPTION OF STUDENT CHARACTERISTICS

Racial or Ethnic Characteristics- Table II shows the distribution of the NYC students in racial or ethnic categories. Fifty-eight per-cent of the students were Chicano; 25% were Black, and 17% were Caucasian or of other origin. In contrast, the 1970 census for the district shows approximately 18% Spanish language or Mexican-American, and approximately 3% Black. The criterion for selection was family income, and not race, but the distribution of students in Table II suggests once again that there is a strong need to acknowledge the special support services that low income minority students may require. In this regard, the positive professional service provided by the Human Relations staff at Santa Barbara City College, who assisted directly in the recruitment and orientation of students prior to the program, as well as during the counseling sessions during the summer, must be acknowledged.

Table I
Program Participation Summary
NYC Summer Program, 1972
(N=65 Students)

Total College units completed: 247
Mean per student: 4.18 units
Mean grade point average: 2.82

Total Number of hours worked during regular summer session: 5,996
Mean per student: 92.25
per student/per week: 15.40

Total Number of hours of Tutorial assistance: 1149.5
Mean per student: 21.69
per student/per week: 3.6

Total Number of hours of Counseling Service: 756.5
Mean per student: 11.47
per student/per week: 1.9

Table II
Racial or Ethnic Origin
NYC Summer Program, 1972

Chicano	38	58%
Black	16	25%
Other	11	17%
	65	

Family Income - Table III shows the percentages of student family incomes in ranges from one to five thousand dollars per year and above. Seventy-eight percent of these students' families had annual incomes less than five thousand dollars. For Santa Barbara County, the 1970 census statistics show a median family income of $10,455. Over a third of the NYC students came from families with $2,000 or less income per year, and 60% of the families were on some form of public assistance. In addition, the average size of the family for the group was 5.51. To entertain the notion of attending college was, for the majority of these students, an economic sacrifice of some magnitude to the family.

Census Tract of Origin - Families with the characteristics associated with low incomes and low educational attainment are typically concentrated in identifiable areas of the city. The NYC students showed a clear pattern in this connection: 60% of the students live in census tracts 7 through 11, and a smaller concentration in census tract 30. (Table IV) The specific target population for the Santa Barbara City College Extended Opportunity Program project for the last three years has been residents of census tracts 8, 9 and 10, the target area having been selected because of the concentration of low-income minority persons residing there. Further to illustrate the demography of NYC students, the income and educational attainment characteristics of census tracts 8, 9 and 10 are given in Tables V and VI. Seventy-seven percent of all families residing in these three census tracts have incomes under the median for Santa Barbara County, and the pattern does not vary greatly by racial or ethnic group. Indeed, the non-minority population of these tracts appears to have a lower family income than the minority families. This fact is accounted for partially because, as compared with 30% of non-minority persons in the census tracts age 65 and older, the minority groups showed 8.1% age 65 and above. Although lower income, the non-minority residents of census tracts 8, 9 and 10 are also older and possibly on fixed or pension incomes.

Table VI shows the distribution of educational attainment for adults 25 years of age and older in the target census tracts. The lowest pattern of educational attainment is shown for the Spanish Language or Surname group. In census tracts 8, 9 and 10, 22.7% of all persons also reported Mexico as the country of their nativity, so this pattern of attainment is more clearly understood in context of relatively lower educational attainment in Mexico, as compared with the United States: economic necessities of Mexico do not dictate higher education as clearly as they do in the United States, and immigrating adults to the United States from Mexico are unlikely, for economic reasons, to return to school after establishing residence.

The family environment of the families of the majority of NYC students is clearly one both of low income and low educational attainment for the parents. One of the theoretical bases of the NYC Summer Readiness Program is that the students will be given a positively reinforcing educational experience, and will be brought into contact with minority role models who have themselves come from similar family backgrounds. Through such contacts, it is anticipated that NYC students will come to expect that they will attain at least two years of college, and where there career plans require more, at least four years of college.

Table III
Distribution of Family Income
NYC Summer Program 1972
(In Thousands)

Range	N	%
$ 0 - 1,000	13	20%
1 - 2,000	11	16%
2 - 3,000	9	14%
3 - 4,000	11	16%
4 - 5,000	8	12%
above 5,000	15	22%
	67	

Average Family Size: 5.51

60% of families receive public assistance

Table IV
Census Tract of Origin
NYC vs All Fall, 1971

	1,29,30		2-6		7-11		12-17	
	N	%	N	%	N	%	N	%
NYC (N=65)	13	20%	5	8%	39	60%	8	12%
All Fall 1971 (N=5434)	1103	20%	2085	38%	856	16%	1390	26%

Table V
Income Distribution of All
Family Income
Census Tracts 8,9,10

	Black		Spanish Language		Other		Total	
Under $5,000	41	18%	539	35%	688	41%	1268	37%
$5,000 , $9,999	137	59%	676	44%	576	34%	1389	40%
10,000 or above	55	23%	321	21%	432	25%	808	23%
	233	100.0	1536	100.0	1696	100.0	3465	100.0

Table VI
Number of Years of Education
For Adults 25 Years of Age or Older
Census Tracts 8,9,10

	Black		Spanish Language or Surname		Other		Total	
8 or Less Years	228	42%	1634	52%	1341	24%	3203	34%
9-12 Years	256	47%	1331	42%	2813	50%	4400	47%
13+ Years	63	11%	202	6%	1470	26%	1735	19%
	547	100.0	3167	100.0	5624	100.0	9338	100.0

Median School Years Completed 8.8
Santa Barbara Census Division 12.6

Academic Aptitude - One of the changes that has occurred over the past three years is in the academic aptitude of the NYC Summer Readiness Program. Table VII shows the mean percentile ranks for 33 students for whom test scores were available this year. Whereas in the past, measured academic aptitude, as reflected on the SCAT Total score, was well below the twentieth percentile, this year it approached the fortieth. Student performance for the past two years was quite acceptable in all course work attempted, so greater access to classes was planned for this summer. The additional evidence of a slightly higher academic aptitude pattern for this year's group also suggested that academic performance would be acceptable for the Summer of '72.

Academic Performance - Table VIII gives the distribution of NYC grade point averages for the summer, and shows the distribution of all grades awarded during the summer session. Strictly speaking, no comparison should be made or is intended between grade point averages and individual course grade patterns. The two sets of data do, however, provide a point of reference against which the performance of NYC students can be viewed. Of substantial interest was the fact that 91% of all students enrolled actually completed some course work during the summer session: only 6 of the 65 students who attended withdrew during the session. Of those who completed, 89% had a C average or above. Because of the open access to all classes, students were attempting a wider variety of academic subjects than in the past. Table IX lists the numbers of students enrolled in various courses. Although large numbers of students enrolled in Basic Mathematics and English 42, the greatest single enrollment was in Chicano Literature, and the range included History of Western Civilization and General Psychology as well. The academic performance of NYC students is indeed exemplary, given the range of courses attempted and completed. Given also that over 60% of the students were high school juniors, who will return to their local high schools for an additional year before entering college, the academic persistence and achievement pattern was the more impressive. Table X shows the educational plans of the NYC students, indicating that 100% of the group will be continuing their education this Fall, 34% of whom will enter SBCC.

Program Evaluation

The opinions of the NYC campus staff and of the students were solicited as part of the program evaluation for this summer session. Student opinions were requested in the area of Job and Pay procedures, Seminar and Counseling, and Vocational Interests. A summary of student comments was prepared by the NYC staff, and is given below.

STUDENT OPINIONS

Pay Period:

Expenses of attendance at school, and transportation to work mount up before first pay check arrives. Pay students at least every two weeks. Some students expressed a desire for higher wages with one suggesting at least $2.00 an hour. Cut down on confusion regarding completion of necessary forms in order to receive pay.

Job Opportunity:

Enlarge program so more students will have an opportunity to take advantage

Table VII
Academic Aptitude
Mean Percentile Rank Score
NYC Summer Program, 1972

Test	N	Mean Percentile Rank	S.D.
SCAT Verbal	33	38.33%	25.06
SCAT Quantitative	33	31.67%	24.09
SCAT Total	33	35.30%	23.54
SCAT Reading	32	41.87%	24.06

Table VIII
Distribution of Grade Point Average
NYC Summber Program, 1972
versus all Grades Awarded, Summer 1972

	Withdrawal		0.00- .99		1.00-1.99		2.00-2.99		3.00-3.99		4.00	
NYC Students (N=65)	6	9%	1	2%	6	9%	27	41%	23	35%	2	4%
All Grades Awarded	905	34%	23	1%	46	2%	523	20%	583	22%	536	20%

Overall gpa: NYC; 2.82

All Grades
Awarded: 3.43

Table IX
Classes Completed By
NYC Summer Students, 1972

Class	Numbers Completing
Chicano Lit. 13	13
Basic Mathematic	11
Physical Education	9
English Reading and Writing Prep (Eng 42)	8
English Composition and Lit. (Eng 1)	6
General Psychology	6
Afro-American History	5
Automotive M and O	5
History of the U.S.	4
Practical Prose (Eng 5)	4
Elem. Algebra	3
Business Machines	3
Developmental Typing	2
Literature by Black Authors	2
Fundamentals of Drawing	2
History of Western Civilization	2
Biology 1	2
Intermediate Algebra	1
Spanish 1	1
Creative Learning	1

Table X
Educational Plans of
NYC Students, Summer 1972

School	N	%
SBHS	32	49%
SBCC	22	34%
Dos Pueblos	6	9%
San Marcos	2	3%
Other	3	5%
	65	

of this summer experience. Have jobs available for students before the program starts. One girl expressed a desire for more humane treatment from employees, as regards their low expectations, and lack of respect for capabilities. Try to find jobs that match vocational goals of students, with a wider range of jobs available.

Seminar and Counseling:

The three separate ethnic groups, Blacks, Chicanos, and others, caused a feeling of disunity at times, although it lead to freer expression of feelings. Some students expressed a desire for more unity of students which could probably be accomplished by joint meetings from time to time. An organized method for the coordinators and students to get together to allow the student to express ideas about all aspects of the program.

A need for better use of seminar time, such as better and more interesting topics, speakers, and more student interaction. Some students felt seminar attendance should be voluntary. More peer counselors could be available some felt. Some students could not attend night tutoring session because of late work hours. A desire for one month vacation between completion of hours and starting of school in the fall was expressed.

Vocational Interest:

Auto Mechanics 4, Teaching 5, Secretarial 3, Bookkeeping 1, X-Ray Technician 1, Doctor 2, Lawyer 2, Pilot 1, Office Assistant 1, Modeling 2, Nursing 6, Computer Operator 1, Airline Stewardess 1, Teachers Aide 3, Art Major 2, Dental Technician 1, Sports Coach 1, Data Processing 1, Child Psychologist 1, Airforce 1, Typing 1, Antique Business 1, Electronics 1, Social Worker 1.

Out of 45 enrollees that responded to questionnaires, eleven were undecided about vocational interests. Fifteen were doing work on the NYC program that was related to their vocational interest.

Ms. Jessie McMillan reported that "students have a feeling of togetherness, and free expression of feelings regarding contemporary issues and cultural conflicts" as a result of the separate seminars scheduled for the various racial and ethnic groups. Some need was expressed for common seminars, bringing all students together on a scheduled basis for at least a part of the program. Such activities as a car wash and bake sale, which were conducted by the Chicano students to raise funds for books for next year's program, were cited as being an indication of the spirit of unity achieved by this group.

Ms. McMillan also noted that there was a need to avoid duplication of effort in the attempt to locate work station for students. Where possible, the job station should be related to the student's stated career objective. The need for individual counseling to deal with low aspirations, poor self-concept, and the "lack of congruence between means and ends" was noted by the NYC staff. Career counseling and planning, including more extensive information about various jobs, and requirements for employment in various fields was identified as a related need.

From the standpoint of the college staff, a much more extensive orientation of faculty to the presence of NYC students in their summer classes was called for.

The consequence of opening access to all courses this summer was that no cadre of instructors was especially prepared and oriented to the problems and needs of NYC students. Some attention needs to be given to this need in the coming summer program.

The planning schedule that had been established for the program this year seemed reasonable and workable, beginning in April and extending to the opening of the summer session. The cooperation of the Human Relations staff and the Tutorial Center was exemplary, and the presence of the NYC coordinator on campus was of great value to the program. One problem developed when the time that had been planned for registration conflicted with high school commencement activities, and forced the need for counseling and registration to be handled at the same time. The result was that inadequate individual counseling in the selection of courses was given, and several students enrolled in courses that were inappropriate to their academic achievement potential. This problem was one of scheduling rather than design, and should be possible to solve for the next program.

In summary, the major recommendations were:

1. Maintain early and regular contact between college staff and assigned NYC staff during the pre-planning, recruitment and orientation period, with regular contact through one assigned individual from each staff.

2. Establish a planning and orientation calendar that will allow for all pre-counseling activities to take place prior to registration, and including enough individual counseling to meet the needs of students in course selection.

3. Establish a regular schedule on at least a bi-weekly basis for group meetings involving all NYC students, as a supplement to the small seminar sessions.

4. Assign a college counselor to the program, as was done this year, and provide for both individual personal counseling and career counseling activities as appropriate.

5. As it is possible, assign students to job stations related to their career objectives. Reduce the duplication of effort in attempting to find suitable job locations for students: NYC staff should have this responsibility, with the College identifying potential on-campus jobs as part of this effort.

6. Provide an orientation to summer faculty concerning the nature of the NYC program, so that there will be the minimum of misunderstanding concerning the presence of high school juniors and recently graduated seniors in all courses.

Much has been learned in the past three years. The academic and persistence record of the program seems to improve slightly each year, and is judged by the staff this year to have been exemplary. The program can continue to be improved, and it is expected that every effort will be made by the County Office and the City College staff to assure the continued success of the NYC Summer Readiness Program in the coming year.